



ROSEMARY MIDDLE

12804 County Line Rd.
Andrews, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 434 Students | |
| Principal | Michael J. Cavaris | 843-264-9780 |
| Superintendent | Dr. H. Randall Dozier | 843-436-7000 |
| Board Chair | Mr. Jim Dumm | 843-436-7000 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

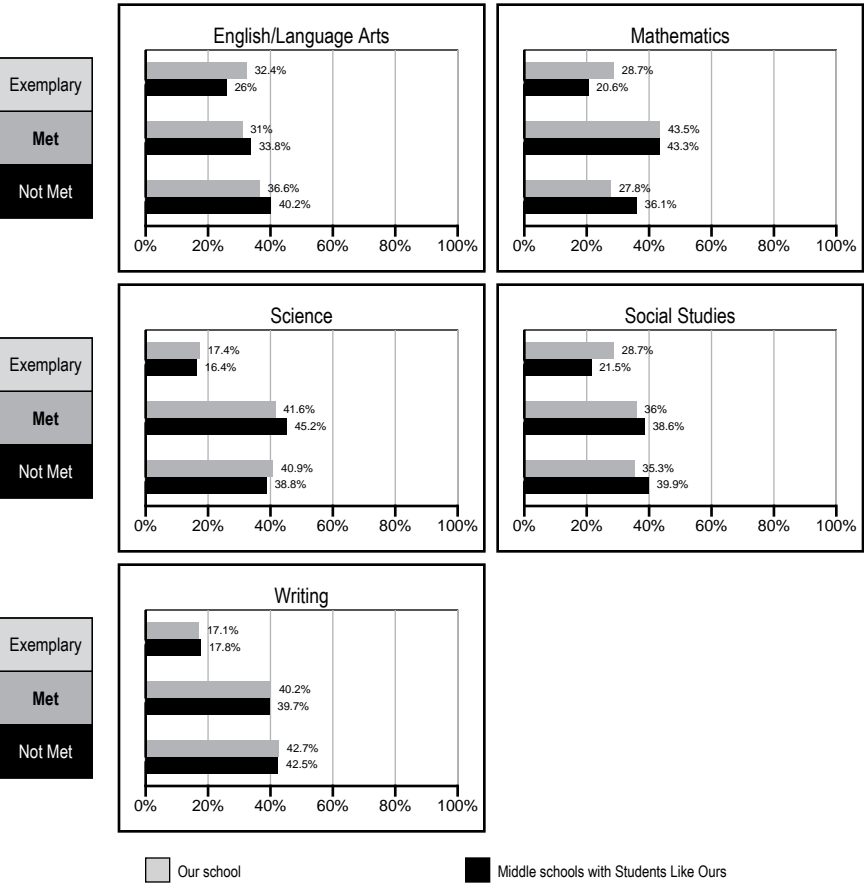
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 1 | 39 | 10 | 2 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 94.7% | 97.4% |
| English 1 | 96.4% | 92.1% |
| Biology 1/Applied Biology 2 | N/A | 98.2% |
| Physical Science | N/A | 57.8% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 95.5% | 95.8% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=434) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 13.4% | Down from 16.3% | 18.5% | 24.5% |
| Retention rate | 0.5% | Down from 1.3% | 0.6% | 0.7% |
| Attendance rate | 95.1% | Down from 95.6% | 95.8% | 95.9% |
| Served by gifted and talented program | 19.6% | Up from 18.7% | 13.9% | 17.8% |
| With disabilities other than speech | 6.3% | Down from 9.3% | 10.2% | 9.2% |
| Older than usual for grade | 1.6% | Down from 3.9% | 1.9% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.9% | Down from 1.5% | 0.6% | 0.4% |
| Annual dropout rate | 0.3% | No Change | 0.0% | 0.0% |
| Teachers (n=34) | | | | |
| Teachers with advanced degrees | 64.7% | Up from 58.3% | 57.2% | 60.0% |
| Continuing contract teachers | 67.6% | Down from 75.0% | 82.3% | 82.6% |
| Teachers returning from previous year | 80.7% | Up from 79.7% | 83.0% | 85.6% |
| Teacher attendance rate | 93.1% | Down from 94.2% | 95.3% | 95.3% |
| Average teacher salary* | \$46,380 | Down 2.4% | \$45,102 | \$46,300 |
| Professional development days/teacher | 14.7 days | Up from 10.2 days | 10.5 days | 9.9 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.5 to 1 | Down from 19.2 to 1 | 20.9 to 1 | 21.5 to 1 |
| Prime instructional time | 86.2% | Down from 88.9% | 90.4% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 97.4% | Down from 100.0% | 96.7% | 98.1% |
| Character development program | Good | Up from Average | Good | Good |
| Dollars spent per pupil** | \$9,398 | Up 2.5% | \$7,725 | \$7,634 |
| Percent of expenditures for instruction** | 55.3% | Down from 55.7% | 62.7% | 64.0% |
| Percent of expenditures for teacher salaries** | 52.3% | Up from 52.1% | 59.9% | 61.2% |

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As principal of Rosemary Middle School, I am extremely proud of our many accomplishments this year. We are very proud of the involvement of our PTSA (Parent, Teacher, and Student Association), SIC (School Improvement Council), and our partnership with various businesses in the Andrews area. We appreciate the support of our parents and community. Their dedication and commitment to our school has made a positive difference for our staff and students.

Our students have worked particularly hard this past school year. We look forward to achieving AYP for the second year in a row. We also have experienced continuous growth as it pertains to MAP (Measures of Academic Progress) and the use of Bench Mark data. Our 6th and 7th grade students have participated in the Reading Workshop Model and have demonstrated an increase in reading comprehension and fluency.

Our dedicated faculty and staff continue to be committed to improving student achievement. The infusion of the Professional Learning Teams across the curriculum has allowed for our teachers to learn and share a variety of proven teaching strategies. Examining student work in alignment with South Carolina State standards has been a significant piece of our Professional Development for this past school year. Our staff believes that this continued effort will ultimately increase our success rate at Rosemary Middle School. We are also excited about offering 100 minute ELA and Math classes in the sixth grade for the 3rd consecutive year; as well as focusing on reading across the curriculum.

Our students received numerous academic awards this past school year. A few of these awards are runner-up in the GCSD Academic Fair and a top 20 placement in The World Math Competition. We also had several students who received placements in the Low Country Science Fair. In the upcoming year, emphasis will continue in closing the achievement gap and maintaining a safe and nurturing environment. With the continued help and support of our community, parents, and staff, we are able to assure our students will have the opportunity to receive a great education.

Michael J. Cavis, Principal
Michael Hyrowski, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 101 | 91 |
| Percent satisfied with learning environment | 87.1% | 82.2% | 86.9% |
| Percent satisfied with social and physical environment | 87.1% | 83.8% | 81.6% |
| Percent satisfied with school-home relations | 60.0% | 85.9% | 83.0% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.4% | 0.0% | No |
| Student attendance rate | 95.1% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 426 | 99.8 | 36.6 | 31 | 32.4 | 71 | 80.1 | 82.4 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 225 | 99.6 | 41.1 | 31.6 | 27.3 | 66 | 76.6 | 78.7 | N/A | N/A |
| Female | 201 | 100 | 31.8 | 30.3 | 37.9 | 76.3 | 84 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 206 | 99.5 | 25.8 | 31.4 | 42.8 | 79.4 | 88.8 | 88.9 | Yes | Yes |
| African American | 211 | 100 | 46.6 | 31.1 | 22.3 | 63.1 | 70.4 | 72.9 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | N/A | N/A | N/A | N/A | 82.1 | 93 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 79.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | N/AV | N/AV | N/AV | 6.3 | 35.3 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 77 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 330 | 100 | 41.1 | 32.2 | 26.8 | 66.6 | 73.8 | 75.4 | No | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 426 | 99.8 | 27.8 | 43.5 | 28.7 | 82.6 | 82.3 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 225 | 99.6 | 31.6 | 42.6 | 25.8 | 78.9 | 79.6 | 79.9 | N/A | N/A |
| Female | 201 | 100 | 23.7 | 44.4 | 31.8 | 86.4 | 85.3 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 206 | 99.5 | 16.5 | 47.9 | 35.6 | 89.7 | 90.3 | 88.9 | Yes | Yes |
| African American | 211 | 100 | 38.8 | 38.8 | 22.3 | 75.7 | 73.2 | 71.4 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | N/A | N/A | N/A | N/A | 92.9 | 94.6 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 83.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 90.6 | 6.3 | 3.1 | 21.9 | 37.7 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 81.5 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 330 | 100 | 31.8 | 43.9 | 24.2 | 79.6 | 76.9 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 294 | 100 | 40.9 | 41.6 | 17.4 | 59.1 | 63.4 | 68.6 |
| Gender | | | | | | | | |
| Male | 158 | 100 | 44.2 | 38.8 | 17 | 55.8 | 64.1 | 68.3 |
| Female | 136 | 100 | 37.3 | 44.8 | 17.9 | 62.7 | 62.7 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 136 | 100 | 29.1 | 48.8 | 22 | 70.9 | 78.3 | 80.7 |
| African American | 151 | 100 | 51 | 35.6 | 13.4 | 49 | 46.4 | 51.4 |
| Asian/Pacific Islander | 2 | I/S | N/A | N/A | N/A | N/A | 86.7 | 85.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 61.5 | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | N/AV | N/AV | N/AV | 4.8 | 25.4 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 58.7 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 226 | 100 | 45.1 | 41.4 | 13.5 | 54.9 | 53.6 | 57.3 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students | 301 | 100 | 35.3 | 36 | 28.7 | 64.7 | 70.3 | 72.5 |
| Gender | | | | | | | | |
| Male | 162 | 100 | 39.9 | 26.4 | 33.8 | 60.1 | 69.1 | 72 |
| Female | 139 | 100 | 30.4 | 46.4 | 23.2 | 69.6 | 71.7 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 143 | 100 | 24.6 | 38.8 | 36.6 | 75.4 | 81.5 | 81 |
| African American | 152 | 100 | 44.9 | 34 | 21.1 | 55.1 | 57.6 | 60 |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 90.9 | 89 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 73.7 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | N/AV | N/AV | N/AV | 4.5 | 32.4 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 70.9 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 236 | 100 | 39 | 35.9 | 25.1 | 61 | 61.9 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 124 | 99.2 | 42.2 | 40.5 | 17.2 | 57.8 | 68.5 | 73.2 | 95.1 | 97.2 |
| Gender | | | | | | | | | | |
| Male | 68 | 98.5 | 53.2 | 37.1 | 9.7 | 46.8 | 61 | 67.2 | 94.8 | 97.2 |
| Female | 56 | 100 | 29.6 | 44.4 | 25.9 | 70.4 | 76.3 | 79.4 | 95.4 | 97.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 62 | 98.4 | 39.3 | 33.9 | 26.8 | 60.7 | 80.6 | 81.5 | 93.6 | 96.9 |
| African American | 59 | 100 | 46.6 | 48.3 | 5.2 | 53.4 | 54.9 | 61.3 | 96.6 | 97.5 |
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | I/S | 87 | 96.7 | 98.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 61.1 | 66.7 | 94.1 | 97.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 97 |
| Disability Status | | | | | | | | | | |
| Disabled | 11 | 100 | I/S | I/S | I/S | I/S | 13.9 | 26 | 94 | 96.6 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 57.1 | 65.7 | 94.8 | 97.9 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 92 | 100 | 47.1 | 41.4 | 11.5 | 52.9 | 59.1 | 63.2 | 94.8 | 97 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 168 | 100 | 34.6 | 34 | 31.5 | 65.4 |
| | 7 | 130 | 100 | 37.4 | 30.9 | 31.7 | 62.6 |
| | 8 | 160 | 100 | 44.3 | 32.2 | 23.5 | 55.7 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 135 | 100 | 30.3 | 31.1 | 38.6 | 69.7 |
| | 7 | 170 | 100 | 41.3 | 26.3 | 32.5 | 58.8 |
| | 8 | 121 | 99.2 | 37.4 | 37.4 | 25.2 | 62.6 |
| Mathematics | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 168 | 100 | 22.8 | 38.3 | 38.9 | 77.2 |
| | 7 | 130 | 100 | 30.9 | 47.2 | 22 | 69.1 |
| | 8 | 160 | 100 | 51 | 40.9 | 8.1 | 49 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 135 | 100 | 19.7 | 40.2 | 40.2 | 80.3 |
| | 7 | 170 | 100 | 31.3 | 42.5 | 26.3 | 68.8 |
| | 8 | 121 | 99.2 | 32.2 | 48.7 | 19.1 | 67.8 |
| Science | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 84 | 100 | 41 | 50.6 | 8.4 | 59 |
| | 7 | 130 | 100 | 35 | 50.4 | 14.6 | 65 |
| | 8 | 79 | 100 | 40 | 34.7 | 25.3 | 60 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 65 | 100 | 51.6 | 43.8 | 4.7 | 48.4 |
| | 7 | 170 | 100 | 37.5 | 45 | 17.5 | 62.5 |
| | 8 | 59 | 100 | 38.6 | 29.8 | 31.6 | 61.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 84 | 100 | 20.3 | 62 | 17.7 | 79.7 |
| | 7 | 130 | 100 | 49.6 | 30.9 | 19.5 | 50.4 |
| 2011 | 8 | 81 | 98.8 | 47.3 | 36.5 | 16.2 | 52.7 |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 70 | 100 | 30.9 | 48.5 | 20.6 | 69.1 |
| 2012 | 7 | 170 | 100 | 37.5 | 33.8 | 28.8 | 62.5 |
| | 8 | 61 | 100 | 34.5 | 27.6 | 37.9 | 65.5 |
| Writing | | | | | | | |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 168 | 99.4 | 31.7 | 44.1 | 24.2 | 68.3 |
| | 7 | 132 | 100 | 38.4 | 41.6 | 20 | 61.6 |
| 2011 | 8 | 161 | 98.8 | 43.6 | 37.6 | 18.8 | 56.4 |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 124 | 99.2 | 42.2 | 40.5 | 17.2 | 57.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample